

ESTILL HIGH

PO Box 757
Estill, SC 29918

GRADES 8-12 High School

ENROLLMENT 514 Students

PRINCIPAL Archie Franchini 803-625-3291

SUPERINTENDENT Dennis Thompson, Jr. 803-625-5000

BOARD CHAIR Mrs. Myrtle Sumter 803-625-2187

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2004

ABSOLUTE RATING:

BELOW AVERAGE

Absolute Ratings of High Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	2	4	4	5

IMPROVEMENT RATING:

EXCELLENT

ADEQUATE YEARLY PROGRESS:

NO

This school met 7 out of 13 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Unsatisfactory	Below Average	N/A
2002	Unsatisfactory	Unsatisfactory	N/A
2003	Unsatisfactory	Average	No
2004	Below Average	Excellent	No

DEFINITIONS OF DISTRICT RATING TERMS

- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

HIGH SCHOOL ASSESSMENT PROGRAM (HSAP) EXAM PASSAGE RATE: SECOND YEAR STUDENTS

	Our School			High Schools with Students Like Ours		
Percent	2004	2005	2006	2004	2005	2006
Passed 2 subtests	44.9	N/A	N/A	59.9	N/A	N/A
Passed 1 subtest	29.0	N/A	N/A	19.4	N/A	N/A
Passed no subtests	26.1	N/A	N/A	20.7	N/A	N/A

EXIT EXAM PASSAGE RATE BY SPRING 2004

	Our School	High Schools with Students Like Ours
Percent	88.9%	86.1%

ELIGIBILITY FOR LIFE SCHOLARSHIP

Percent of	Our School	High Schools with Students Like Ours
Seniors eligible for LIFE Scholarships at four-year institutions*	1.9	2.2
Seniors who met the SAT/ACT requirement	1.9	2.2
Seniors who met the grade point average	34.6	25.0

*Using only the SAT/ACT and grade point average requirements

GRADUATION RATE

	Our School	High Schools with Students Like Ours
Number of Students	72	97
Number of Diplomas	49	67
Rate	68.1%	68.9%

PERFORMANCE BY STUDENT GROUPS

	Exit Exam Passage Rate by Spring 2004		Eligibility for LIFE Scholarship		Graduation Rate		
	n	%	n	%	n	%	Met State Objective
All Students	54	88.9	52	1.9	72	68.1	YES
Gender							
Male	19	84.2	18	0.0	30	60.0	N/A
Female	34	91.2	34	2.9	42	73.8	N/A
Racial/Ethnic Group							
White	2	I/S	1	I/S	1	I/S	N/A
African-American	52	88.5	51	2.0	71	67.6	
Asian/Pacific Islander	0	N/A	0	N/A	0	N/A	N/A
Hispanic	0	N/A	0	N/A	0	N/A	N/A
American Indian/Alaskan	0	N/A	0	N/A	0	N/A	N/A
Racial/Ethnic Group							
Non disabled	0	N/A	52	1.9	66	74.2	N/A
Disabilities other than speech	54	88.9	0	N/A	6	0.0	N/A
Migrant Status							
Migrant	0	N/A	0	N/A	0	N/A	N/A
Non-migrant	54	88.9	52	1.9	N/A	N/A	N/A
English Proficiency							
Limited English Proficient	0	N/A	0	N/A	0	N/A	N/A
Non-Limited English Proficient	54	88.9	52	1.9	72	68.1	N/A
Socio-Economic Status							
Subsidized meals	45	93.3	38	0.0	52	71.2	N/A
Full-pay meals	9	66.7	14	7.1	20	60.0	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

HSAP PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts - State Performance Objective = 33.3%									
All Students	71	97.2	30.4	47.8	14.5	7.2	31.9	NO	YES
Gender									
Male	35	94.3	36.4	39.4	21.2	3.0	27.3	N/A	N/A
Female	36	100.0	25.0	55.6	8.3	11.1	36.1	N/A	N/A
Racial/Ethnic Group									
White	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
African-American	69	97.1	28.4	49.3	14.9	7.5	32.8	NO	YES
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	55	100.0	14.5	58.2	18.2	9.1	40.0	N/A	N/A
Disabled	16	87.5	92.9	7.1	N/A	N/A	N/A	I/S	I/S
Migrant Status									
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	71	97.2	30.4	47.8	14.5	7.2	31.9	N/A	N/A
English Proficiency									
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	70	97.1	29.4	48.5	14.7	7.4	32.4	N/A	N/A
Socio-Economic Status									
Subsidized meals	58	96.6	28.6	51.8	14.3	5.4	30.4	NO	YES
Full-pay meals	13	100.0	38.5	30.8	15.4	15.4	38.5	N/A	N/A
Mathematics - State Performance Objective = 30.0%									
All Students	71	95.8	50.0	30.9	16.2	2.9	22.1	NO	YES
Gender									
Male	35	91.4	50.0	28.1	15.6	6.3	25.0	N/A	N/A
Female	36	100.0	50.0	33.3	16.7	N/A	19.4	N/A	N/A
Racial/Ethnic Group									
White	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
African-American	69	95.7	50.0	31.8	15.2	3.0	21.2	NO	YES
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	55	100.0	38.2	38.2	20.0	3.6	27.3	N/A	N/A
Disabled	16	81.3	100.0	N/A	N/A	N/A	N/A	I/S	I/S
Migrant Status									
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	71	95.8	50.0	30.9	16.2	2.9	22.1	N/A	N/A
English Proficiency									
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	70	95.7	50.7	31.3	14.9	3.0	20.9	N/A	N/A
Socio-Economic Status									
Subsidized meals	58	96.6	50.0	32.1	16.1	1.8	21.4	NO	YES
Full-pay meals	13	92.3	50.0	25.0	16.7	8.3	25.0	N/A	N/A

Abbreviations for Missing Data

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DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SCHOOL PROFILE

	Our School	Change from Last Year	High Schools with Students Like Ours	Median High School
Students (n= 514)				
Retention rate	13.0%	Up from 0.8%	13.5%	9.1%
Attendance rate	94.4%	Up from 94.2%	95.9%	96.0%
Eligible for gifted and talented	3.6%	Up from 1.3%	3.3%	5.8%
With disabilities other than speech	19.6%	Up from 18.2%	17.4%	12.7%
Older than usual for grade	18.9%	Down from 20.8%	18.1%	9.8%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	10.7%	Up from 1.0%	0.8%	1.6%
Enrolled in AP/IB programs	0.0%	Down from 4.4%	4.9%	10.2%
Successful on AP/IB exams	N/AV		10.2%	53.8%
Annual dropout rate	2.5%	Up from 1.1%	2.5%	2.7%
Career/technology students in co-curricular organizations	21.2%	Up from 0.0%	4.6%	3.6%
Enrollment in career/technology center courses	283	Down from 297	280	466
Students participating in worked-based experiences	22.9%	Down from 47.3%	24.3%	25.7%
Career/technology students mastering core competencies	58.7%	Up from 50.3%	64.1%	77.7%
Career/technology completers placed	96.3%	Up from 95.0%	97.0%	99.3%
Teachers (n= 35)				
Teachers with advanced degrees	37.1%	Up from 28.6%	47.4%	52.0%
Continuing contract teachers	77.1%	No change	76.0%	82.1%
Highly qualified teachers**	81.0%	N/A	87.1%	89.5%
Teachers with emergency or provisional certificates	13.3%		14.8%	8.6%
Teachers returning from previous year	80.4%	Up from 77.7%	79.7%	86.2%
Teacher attendance rate	95.9%	No change	94.6%	95.3%
Average teacher salary	\$40,677	Up 2.9%	\$39,755	\$41,060
Prof. development days/teacher	13.6 days	Up from 11.4 days	13.6 days	10.6 days
School				
Principal's years at school	1.5	Up from 0.5	2.0	3.0
Student-teacher ratio in core subjects	21.0 to 1	Down from 22.2 to 1	18.8 to 1	26.4 to 1
Prime instructional time	86.6%	Up from 86.5%	88.7%	90.0%
Dollars spent per pupil*	\$7,566	Up 8.6%	\$8,210	\$6,310
Percent of expenditures for teacher salaries*	60.0%	Up from 0.0%	56.8%	57.9%
Opportunities in the arts	Good	Up from Poor	Good	Excellent
Parents attending conferences	78.0%	Down from 84.7%	79.9%	89.3%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Below Average	N/A	Average	Good

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	N/A	92.0%
Highly qualified teachers in high poverty schools**	84.6%	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	No

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Estill High School with its pride and traditions serves as a focal point of our community. Changes to the school and district leadership over the past several years has had an impact on the school climate, curriculum and instruction, and planning for our students' future. These changes have had a tremendous impact on the school's beliefs and mission, student achievement, and planning for improvement. Change is a reality of life and we are committed to continuing our efforts toward having a school of quality and excellence.

We have implemented a number of programs to ensure that all students have the opportunity to become all they can be. These opportunities include: computer assisted instruction programs; after-school homework programs; enrichment/remediation classes to prepare students for the Exit Exam and the SAT; and Virtual Enterprise - a business program that provides instruction in a real-world environment. We have also added art to the high school curriculum, added an additional Spanish teacher to the staff, and implemented a nationally recognized benchmark testing program (MAPS). Teachers utilized newly-approved Curriculum Guides in English, math, and science, and we have raised the standards for receiving Honor Roll recognition. Additionally, teachers met bi-monthly in cross-curricular teams to read professional books and to discuss ways to improve curriculum and instruction at the school.

Our students excelled in many activities, including placing 2nd in the Virtual Enterprise competition at SC State University, and our Army JROTC unit was once again rated as an Honor Unit with Distinction. Students participated in many programs, including USC-Salkehatchie Junior Leadership Program, Youth in Government, Youth Court, Speech and Debate competitions, Clemson University Emerging Scholars Program, and Youth in Government. Career and Technology clubs were activated and our Special Needs students baked and sold cookies as a class project. Students conducted a blood pressure screening project, participated in Blood Drives, Adopt-A-Highway and conducted canned food drives at Thanksgiving and Christmas. The Debutantes also completed several service projects in our community.

We believe that our mission is to ensure that all students reach their potential by providing challenging educational experiences. We must work together with the parents and the community to instill character and pride in self, school and community. The challenges facing our school and community are tremendous. We need to continue to set high expectations for our students, increase classroom rigor, improve student attendance and behavior, recruit and retain highly qualified teachers and strengthen the parent and community involvement in our school. It is our belief that in order to fulfill our mission we must have the strong support of teachers, parents, students and community members. With that support, we will overcome our obstacles and achieve our goals.

Archie Franchini
Principal

Larry Heyward
SIC Chairperson

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	39	59	15
Percent satisfied with learning environment	45.9%	42.1%	60.0%
Percent satisfied with social and physical environment	71.1%	56.9%	53.3%
Percent satisfied with home-school relations	32.4%	81.0%	61.5%

*Only eleventh grade students and their parents were included. For schools without grade 11, only the highest grade was included.